



Office of the State Superintendent of Education



ESEA Flexibility Waiver, Principle 3:

Supporting Effective Instruction and Leadership

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Objectives



In this session, we will **explain the Principle 3 requirements** for developing and implementing rigorous and meaningful evaluation systems.

Background

What is the ESEA Flexibility Waiver?



Reauthorized
Elementary and
Secondary
Education Act
(ESEA)



ESEA Flexibility
Request from
certain provisions
of ESEA



Received ESEA
Flexibility Waiver
on July 19, 2012

Background

What are the ESEA Flexibility Waiver requirements?



College and Career
Ready Expectations for
All Students



State-Developed Differentiated
Recognition, Accountability,
and Support Systems



Supporting Effective
Instruction and
Leadership

Background



What is Principle 3?

- The Department of Education wants to **support SEAs and LEAs** in developing fair, rigorous evaluation and support systems that provide more meaningful information about teacher and principal effectiveness than Highly Qualified Status.
- Every LEA must commit to **develop, adopt, pilot and implement** teacher and principal evaluation and support systems that meet a number of requirements.
- Principle 3 is also known as **Supporting Effective Instruction and Leadership**.

Rationale



Does Principle 3 matter?

According to research, effective teachers and leaders are the two most important school resources for improving student learning.

Rationale



Does Principle 3 matter?

- Rigorous teacher and leader evaluation systems provide teachers with a **common vision** of effective instruction and frequent feedback about how to improve their instructional practice.
- **Improving student achievement** should be a central component of how teachers and leaders are evaluated.

Requirements



Who must meet the evaluation requirements?

All LEAs that receive federal funds must meet the Principle 3 evaluation requirements, including:

- All LEAs participating in Race to the Top.
- Charter LEAs not participating in Race to the Top, but receiving federal funds such as Title I, II, and III.

Requirements

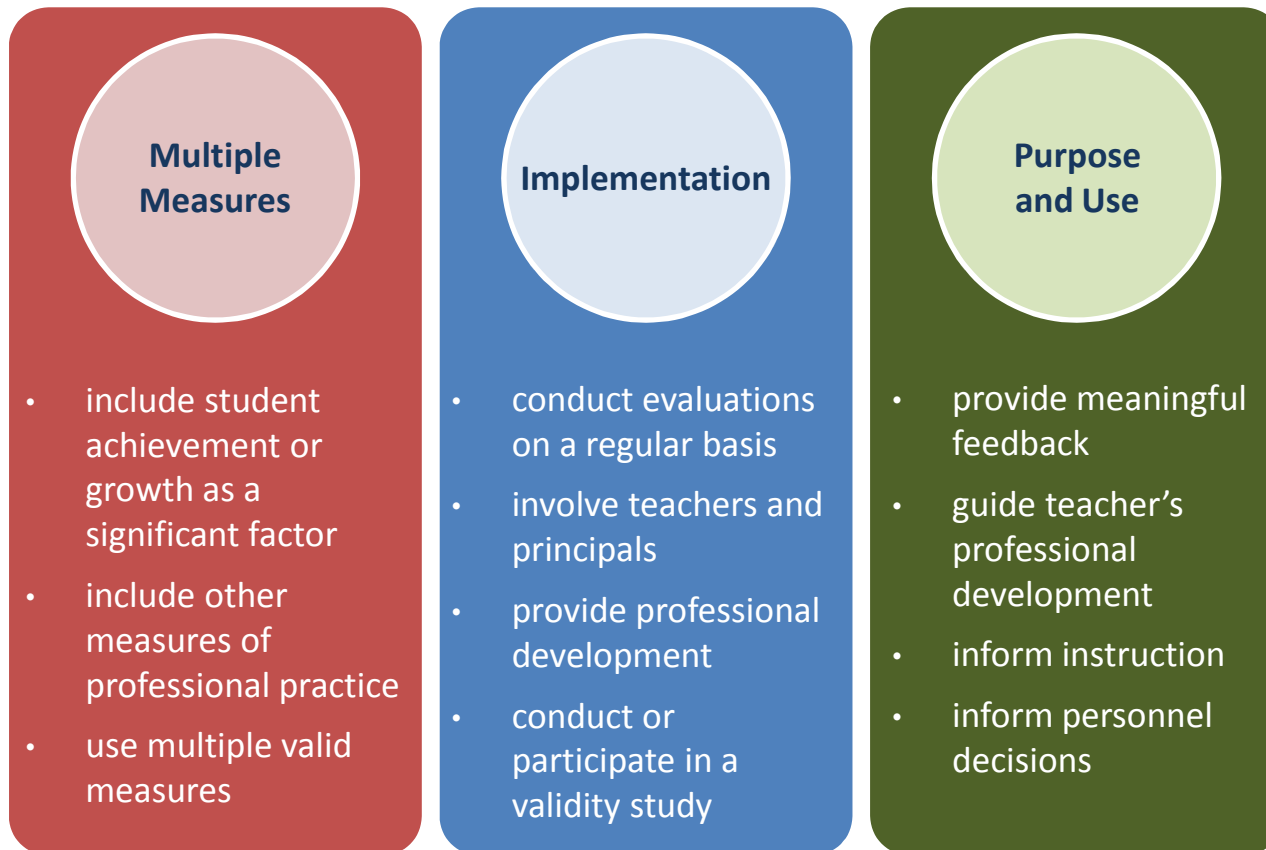


What are Principle 3 requirements?

- OSSE developed **state guidelines** that meet the requirements of Principle 3, but charter LEAs do not have to meet the state guidelines.
- Charter LEAs that receive federal funds do have to meet the federal requirements for Principle 3.
- Race to the Top LEAs still have to meet Race to the Top guidelines and the additional federal requirements for Principle 3.

Requirements

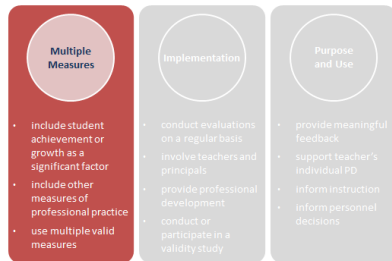
What are Principle 3 requirements?



Requirements

What are Principle 3 requirements?

Multiple Measures

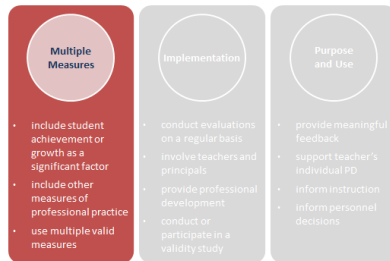


	State Guidelines (DCPS)	Race to The Top Guidelines (RttT LEAs)	Federal Guidelines (Charter LEAs that receive federal funds)
Teacher evaluation systems must...			
Include as a significant factor data on student achievement or growth for all students (including English Language Learners and students with disabilities)	● (50% for teachers of tested grades and subjects)		●
Incorporate individual value-added results for 50% of the performance level determination for teachers of math and English language arts (ELA) in grades 4-8*		●	
Incorporate student achievement or growth for at least 15% of the performance level determination of teachers of non-tested grades and subjects	●		
Include other measures of professional practice which may be gathered through multiple formats and sources, such as: <ul style="list-style-type: none"> - Observations based on rigorous teacher performance standards - Teacher portfolios - Student and parent surveys 	●	●	●
Use observation rubrics that address more than one area of practice		●	
Use multiple valid measures in determining performance levels	●	●	●

Requirements

What are Principle 3 requirements?

Multiple Measures

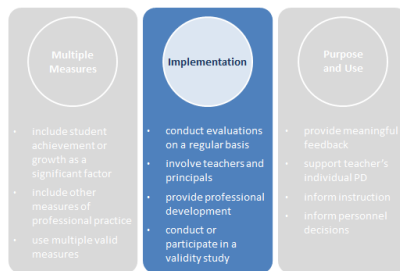


	State Guidelines (DCPS)	Race to The Top Guidelines (RtT LEAs)	Federal Guidelines (Charter LEAs that receive federal funds)
Leader evaluation systems must...			
Include student outcome metrics (e.g., student growth, performance, attendance) as a significant factor		•	
Include student achievement or growth measures for all school leaders	•		•
Include multiple, qualitative measures of performance, such as: <ul style="list-style-type: none"> - Parent, staff, and/or student surveys - Compliance with state or federal regulations - Compliance with special education requirements - Principal leadership competencies - Measures of teacher practice 	•	•	
Include multiple school-specific and measureable goals	•	•	
Use multiple valid measures in determining performance levels	•	•	•

Requirements

What are Principle 3 requirements?

Implementation

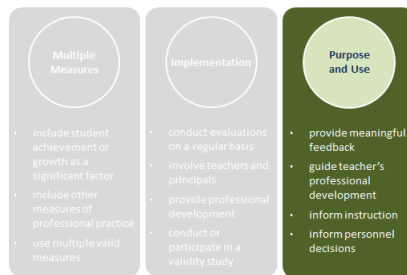


	State Guidelines (DCPS)	Race to The Top Guidelines (RttT LEAs)	Federal Guidelines (Charter LEAs that receive federal funds)
LEAs must...			
Conduct teacher and principal evaluations regularly	● (Annually)	● (Annually)	●
Involve teachers and principals in developing and revising evaluation systems	●		●
Provide training to teachers, evaluators, and other school staff on the evaluation system	●		●
Conduct or participate in a validity study		●	

Requirements

What are Principle 3 requirements?

Purpose and Use



	State Guidelines (DCPS)	Race to The Top Guidelines (RttT LEAs)	Federal Guidelines (Charter LEAs that receive federal funds)
Evaluation systems must...			
Provide clear, timely, and useful feedback that identifies needs and guides professional development	●	●	●
Support teachers' individualized professional development	●	●	
Inform continual improvement and instruction	●	●	●
Differentiate performance meaningfully using multiple performance levels	● (At least four)	● (Four)	● (At least three)
Inform personnel decisions	●	●	●

Requirements



Local Educational Agency	GUIDELINES		
	State	RttT	Federal
Achievement Preparatory Academy Public Charter School			•
AppleTree Early Learning Public Charter School		•	•
Arts and Technology Public Charter School		•	•
Basis DC Public Charter School			•
Booker T. Washington Public Charter School			•
Bridges Public Charter School		•	•
Capital City Public Charter School		•	•
Carlos Rosario International Public Charter School			•
Center City Public Charter School		•	•
Cesar Chavez Public Charter School		•	•
Community Academy Public Charter School		•	•
Creative Minds Public Charter School			•
DC Bilingual Public Charter School		•	•
DC Preparatory Public Charter School		•	•
DC Scholars Public Charter School			•
District of Columbia Public Schools (DCPS)	•	•	•
Eagle Academy Public Charter School			•
Early Childhood Academy Public Charter School			•
Education Strengthens Families Public Charter School			•
Elsie Whitlow Stokes Public Charter School		•	•
Euphemia L. Haynes Public Charter School		•	•
Excel Academy Public Charter School		•	•
Friendship Public Charter School		•	•
Hope Community Public Charter School		•	•
Hospitality Public Charter School		•	•
Howard Road Academy Public Charter School		•	•
Howard University Middle School for Math & Science Public Charter School			•
Ideal Academy Public Charter School		•	•
Imagine Southeast Public Charter School		•	•

Local Educational Agency	GUIDELINES		
	State	RttT	Federal
Inspired Teaching Demonstration Public Charter School			•
Integrated Design & Electronics Academy (IDEA) Public Charter School		•	•
KIPP DC Public Charter School		•	•
Latin American Montessori Bilingual (LAMB) Public Charter School			•
LAYC Career Academies Public Charter School			•
LAYC YouthBuild Public Charter School			•
Mary McLeod Bethune Public Charter School			•
Maya Angelou Public Charter School		•	•
Meridian Public Charter School		•	•
Mundo Verde Bilingual Public Charter School			•
National Collegiate Preparatory Public Charter School			•
Next Step Public Charter School			•
Options Public Charter School		•	•
Paul Public Charter School		•	•
Perry Street Preparatory Public Charter School		•	•
Potomac Lighthouse Public Charter School		•	•
Richard Wright Public Charter School			•
Roots Public Charter School			•
SEED Public Charter School			•
Septima Clark Public Charter School			•
Shining Stars Montessori Academy Public Charter School			•
St. Coletta Public Charter School			•
Thurgood Marshall Academy Public Charter School		•	•
Tree of Life Public Charter School		•	•
Two Rivers Public Charter School			•
Washington Latin Public Charter School			•
Washington Math Science & Technology Public Charter School			•
Washington Yu Ying Public Charter School			•
William E. Doar Jr. Public Charter School		•	•

Timeline



What is the timeline for developing and implementing teacher and leader evaluation and support systems?

- LEAs with Focus or Priority schools will have to submit draft evaluation plans to PCSB in January.
- LEAs submit evaluation system plans to PCSB for review and approval in April and May 2013.
- Non RTTT LEAs pilot evaluation systems in 2013-14.
- Full implementation of evaluation systems for all LEAs in 2014-15.

Polling



Survey link: <https://www.surveymonkey.com/s/B7RZM6L>



Select your **top three topics** for additional information and/or training:

- a. Identify multiple measures for use in your evaluation system.
- b. Conduct objective and transparent observations.
- c. Ensure evaluators are assessing teachers consistently (inter-rator reliability).
- d. Identify appropriate growth measures for non-tested grades and subjects, including Student Learning Objectives.
- e. Use evaluation data to improve instructional practice.
- f. Analyze evaluation data to inform human capital decisions such as retention, promotion, and compensation.
- g. Provide meaningful feedback to teachers.
- h. Provide coaching and other support to teachers.
- i. Design principal evaluation systems that include multiple measures of performance.
- j. Implement principal evaluations effectively (for principal evaluators including board members) to inform human capital decisions.
- k. Other (*please specify*)